**Writing Analysis Strategy: Part III: Analysis of a Multigenre Piece**

Read *each piece of the project* carefully and check all that apply. Write specific examples in the space below for *each of the genres* in the project.

**Genre *\_\_\_\_\_\_\_\_\_\_\_\_Bullying and how to stop it\_\_\_\_\_\_\_\_* Examples**

***What effective choices did the writer make regarding use***

***of information, appearance, and point of view?***

1. The reader learns about the topic from the piece. □ “bullying and how to stop it”

2. What visual techniques did the writer use to enhance

authenticity and mood?

Appearance

Font □ “ask Allie”

Arrangement on page □ advice column page

Graphics □ videos and commercials

Other □

3. What point of view did the writer select?

The subject’s □ diary entry from girls point of view  
 An inanimate object’s □  
 Other □ 3rd person

**Organization**

***How did the writer choose to organize the piece to***

***accomplish the purpose?***

1. Organizational pattern

Chronological □ diary entry and newspaper article… depends on dates  
 Order of importance □  
 Categorical □ “relational aggression”  
 Inverted pyramid □  
 Problem solution □ prob: bullying, soln: ??  
 Spatial □  
 Other □

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**HANDOUT 2F**

2. Lead

Makes reader want to read on □ actually LEARN how to stop bullying!!

Introduces subject □ subject of bullying

3. Transitions

Uses words or phrases to link ideas □ in persuasive essay

Ideas lead naturally one to the next □

Lack of transitions is appropriate for piece □

4. Ending

Smooth and natural □

Piece feels like a unified whole □

Writer effectively leaves the reader in

suspense or wonder □

**Language and Style**

***Which word choices are particularly effective?***

Specific action verbs □

Specific nouns □ names of victims

Unique language use □

Sentence variety □ in essay and article

***What language techniques did the writer use to***

***enhance authenticity and mood?***

Spelling □ names, specific categories

Sentence style □

Dialect □ how diary entries are written

Register □

Other □

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**HANDOUT 2F**  *(continued)*